



THE ASSISTANT SECRETARY OF THE NAVY

Research Development and Acquisition

1000 Navy Pentagon

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MEMORANDUM FOR SYSCOMS, PEO's, DRPMs AND ACQUISITION RELATED FIELD
ACTIVITIES

Subj: AR FIELD INTEGRATION PROGRAM

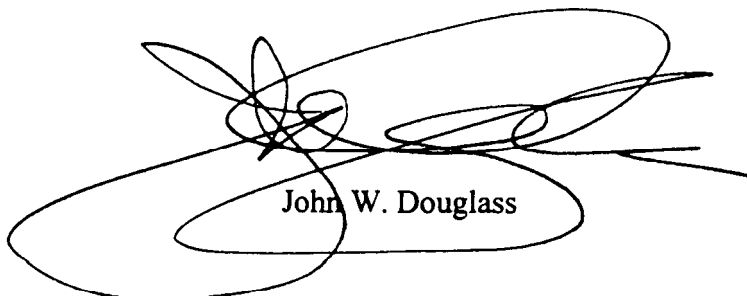
Encl: (1) AR Field Integration Program
(2) Field Focus Group Team Members

In the Department of the Navy Acquisition Reform Acceleration Day survey in May 1996, you told me you needed more training and more information to accomplish acquisition reform. In particular, there was a strong need for us to do a better job getting the word out to field organizations and integrating AR initiatives across our geographically-dispersed teams.

Developing core acquisition reform capabilities is an essential element to our continued success. In conjunction with AR Week in March, my staff distributed over 14,000 communication and educational products, many of these products geared at just-in-time training. This continuing push to provide education resources is part of our answer to your request for more information.

Last Fall, I established a Field Focus Group chartered to create an approach which would further address this identified need. This Group has developed a Field Integration Model which will assist systems commands in integrating AR initiatives at the field level. The model utilizes internal expertise to provide face-to-face dialogue between Headquarters and Field on how to integrate AR into daily activities. It lends itself to tailoring information and training materials to specific field activity requirements while strengthening partnering and communications across our Navy-Marine Corps acquisition team. Enclosure (1) includes the framework for this generic model. NAVSEA has successfully piloted this model at several of their field activities.

I am committed to this successful approach and urge you to establish an action program for your command. Enclosure (2) identifies the Field Focus Group team members who are available to assist you. I look forward to hearing how you have utilized this approach in developing and implementing your own AR Integration Program. Together, we are making Department of the Navy acquisition a **real** success.



John W. Douglass

**Field Training Working Group
Report on the Establishment of a
Field Integration Program**

Purpose: To develop a Program which facilitates Field Activity education in acquisition reform (AR) initiatives and their application at the local waterfront or workforce level. Capitalize on organizational learning by having the acquisition team address and solve issues relating to application of AR initiatives in the field. Build the program upon the continuous learning and human capital principles of the National Performance Review's "Learning Organization" thrust.

Background: Feedback from Acquisition Reform Day I in May of 1996, as well as other forums, indicated a need for improving AR education at Field Activities. As shown in AR surveys, many Field Activity personnel believe that reform is being applied predominately at headquarters for new acquisition programs and processes. In response to this feedback, **ASN(RD&A)** established a Field Training Working Group to review how each Navy System Command (SYSCOM) is delivering AR training to its Field Activities and to explore and model a process to support field activity needs. The goal of the group is to develop a program which encourages and provides just-in-time education and learning to Field organizations. The program must allow for maximum flexibility to permit tailoring the learning environment for each activity while also addressing specific deck plate issues and applications.

Training Working Group Recommendations: The Field Training Working Group found that SYSCOM training material lacked specific focus on implementation of AR in the field. In addition, Field Activities expressed concerns that inadequate training was due to financial constraints on Defense Business Operating Funds (DBOF, now known as Working Capital Funds). Priority training for each Field activity's **workforce** is identified in its strategic plan and objectives. Headquarters personnel are frequently trained on AR initiatives and provide a prolific information resource for field application. Educating and training through the process of bringing Headquarters and Field personnel together who are a part of the same work team provides effective application and tailoring of resources, while promoting effective communication/networking opportunities. The Field Training Working Group concluded that the most effective training may develop by having Headquarters and Field Activities work together to develop field applications. The Field Training Working Group concentrated on three distinct principals which must be included for a successful Field Integration Program. These principals are shown below.

1. **Use the Program Manager as the Coach/facilitator** - Conventional classroom instruction does not provide the optimal AR training environment. Program managers acknowledge their role as "coaches" and facilitators by regarding each interaction with Field Activity employees as potentially instructive. Since managers educate by setting and living up to their own models and standards, the Field activity personnel who directly support the Program Manager can witness firsthand what is expected of them.

Enclosure (1)

This approach provides the opportunity for the Program Manager to foster an environment that values innovation, enables learning of new skills, and rewards improved performance. With the assistance of the Program Managers and their staff, the field integration program will help build repositories of lessons learned, and create core competencies that represent the wisdom of all the employees who are stakeholders in the acquisition process.

2. Keep the program flexible - Each Field activity is unique and the field integration program reflects this. Each activity should decide which AR initiatives most affect its business, which ones address its weak areas of performance, and which ones can be effectively tailored to the specific needs of its employees and ultimately to the Fleet. Support materials are developed through close consultation with a knowledgeable Field activity point of contact. HQ and Field activity personnel work as a team to create an environment conducive to learning and collaboration. As the customers of this program, Field Activities define value added, measures of effectiveness, and desired outcomes. Whenever possible, business outcomes or critical success indicators -- such as cycle time, output, or customer satisfaction -- should be used to measure the success of the program. Using objective indicators helps ensure that desired changes in performance are in fact the ones being measured.

3. Encourage Innovation and Change - Field Activities need to understand and be able to apply and tailor AR initiatives to their needs. Deck plate applications and lessons learned, especially from peers, are conducive for education and learning. However, since there is no automatic transfer of new skills into new job behavior, **PMs** must influence such a transfer by fostering an environment in the field that gives employees a chance to practice the new skills, value innovation, and reward improved performance.

First Pilot: In order to assess these recommendations, the Field Training Working Group piloted a Field Integration Program which tried to incorporate the principals for a successful learning environment to embrace AR. The Naval Sea Systems Command, Supervisor of Shipbuilding and Repair (SUPSHIP), in Newport News Virginia, volunteered to be the first Field Integration Program pilot site. During a meeting between NAVSEA Headquarters personnel and SUPSHIP representatives, performance-based specifications, Single Process Initiative, ISO 9000, and Integrated Product and Process Development (IPPD) were identified as the four AR topics of most concern. A two-day session was conducted in March 1997 with approximately 200 government and industry personnel in attendance. During the first day, the selected topics were addressed by NAVSEA HQ personnel. The second day commenced with a presentation/discussion by ADM (select) **Carnevale** on the anticipated impact of AR on the SUPSHIP workforce. ADM (select) **Carnevale** was used primarily because of his unique experience of being a past Commanding Officer of SUPSHIP and recently serving as the Executive Assistance to Mr. Douglass, Assistant Secretary of the Navy for Research, Development, and Acquisition. This combination of experience provided an excellent roll model for our learning environment. A panel discussion with SUPSHIP, shipbuilder, and NAVSEA New Attack Submarine and CV/CVN program managers, allowed SUPSHIP personnel the opportunity to hear firsthand the opportunity behavioral expectations in this new acquisition era. Mr. Jess Atkins, PEO CLA, finished the session with a presentation on

embracing change, which discussed the concerns and skepticism that is felt in a changing environment. Surveys were distributed to ascertain workforce opinion regarding the relevance of the subjects to the **SUPSHIP** environment. Response was positive.

Future Pilots: Due to the success of the first pilot and the challenge of recreating a individually tailored program for each activity, follow-on pilot sessions were planned at **SUPSHIP** San Diego and Bath. Agenda topics were identified by the host activities as shown in figure 1.

SUPSHIP Newport News	Performance Specs	IPPD/IPT	Single Process	Quality and ISO-9000
SUPSHIP San Diego	Claims Avoidance	Quality/Check Points	Teaming between the ACO and the Project Office	Past Performance
SUPSHIP Bath	Managing for Innovation	Building a Team after Organizational Change	Managing Organizational Change	Developing Team Performance

Figure 1 - Topic areas selected by field activity.

These sessions will incorporate lessons learned from the first session, especially on making the subject matter more relevant to the **SUPSHIP** environment. Future session agendas will be developed by pre-visits with field activity management and deck plate personnel and feedback/lessons learned from prior sessions. Future sessions will foster partnering with the Fleet, Shipbuilders, and Industry in identifying streamlining and innovation opportunities. Future sessions will move **from** a training to an education/learning focus. At the conclusion of these pilot sessions, the Field Training Working Group will have fully validated its recommended principals.

Summary: The Field Training Working Group believes that the three principals identified in this report can significantly improve the implementation of AR initiatives in the field. Experience to date indicates that our process should continue to focus on: (1) Partnering for learning, (2) Program Managers as educators, (3) Flexible learning and dialogue tailored for each field activity, (4) Specific AR deck plate applications and lessons learned, and (5) Innovation and change within the field activity environment. The focus embodied in these proposed principals will foster mutual dialogue and exchange between Headquarters and Field Activities in identifying Acquisition Reform education and learning opportunities. By adopting these principals and developing a Field Integration Program for their Field Activities **SYSCOMs** will continue to sustain *the momentum by making acquisition reform part of our job!*

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Enclosure (2)

Subj: AR FIELD INTEGRATION PROGRAM

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